Reading Guide for “Discrepant Teaching Events” Article

Judith Longfield
Georgia Southern University, jlongfield@georgiasouthern.edu

Follow this and additional works at: https://digitalcommons.georgiasouthern.edu/teaching-academy

Part of the Curriculum and Instruction Commons, Educational Assessment, Evaluation, and Research Commons, Educational Methods Commons, and the Higher Education Commons

Recommended Citation
https://digitalcommons.georgiasouthern.edu/teaching-academy/14

This introductory texts is brought to you for free and open access by the Center for Teaching Excellence at Digital Commons@Georgia Southern. It has been accepted for inclusion in Teaching Academy by an authorized administrator of Digital Commons@Georgia Southern. For more information, please contact digitalcommons@georgiasouthern.edu.
Reading Guide for “Discrepant Teaching Events” Article

1. What is the purpose of a discrepant event? Why do they work? p. 266

2. What is the difference between a discrepant event used in the sciences and a discrepant teaching event? pp. 266-267 & 269

3. Define the terms assimilate and accommodate.

3. What is cognitive disequilibrium, which is also known as cognitive conflict? What is its purpose? pp. 266 & 268

4. What two factors should you consider when designing a discrepant teaching event? p. 269

5. In what ways can the effectiveness of discrepant teaching events be measured? Which would work best in your discipline? p. 269

Think It Over

In your opinion, which of the three examples of discrepant teaching events (science methods, introduction to mathematics, U.S. history) had the most impact on student learning? Explain.

What are some typical misconceptions students have about your discipline or course content? Have you found an effective way to change students’ thinking about these concepts? If yes, what did/do you do? If no, what kind of discrepant event might be used to overcome students’ learning roadblocks?